

Embedding Meaningful Interprofessional Education (IPE) in Busy Clinical Environments

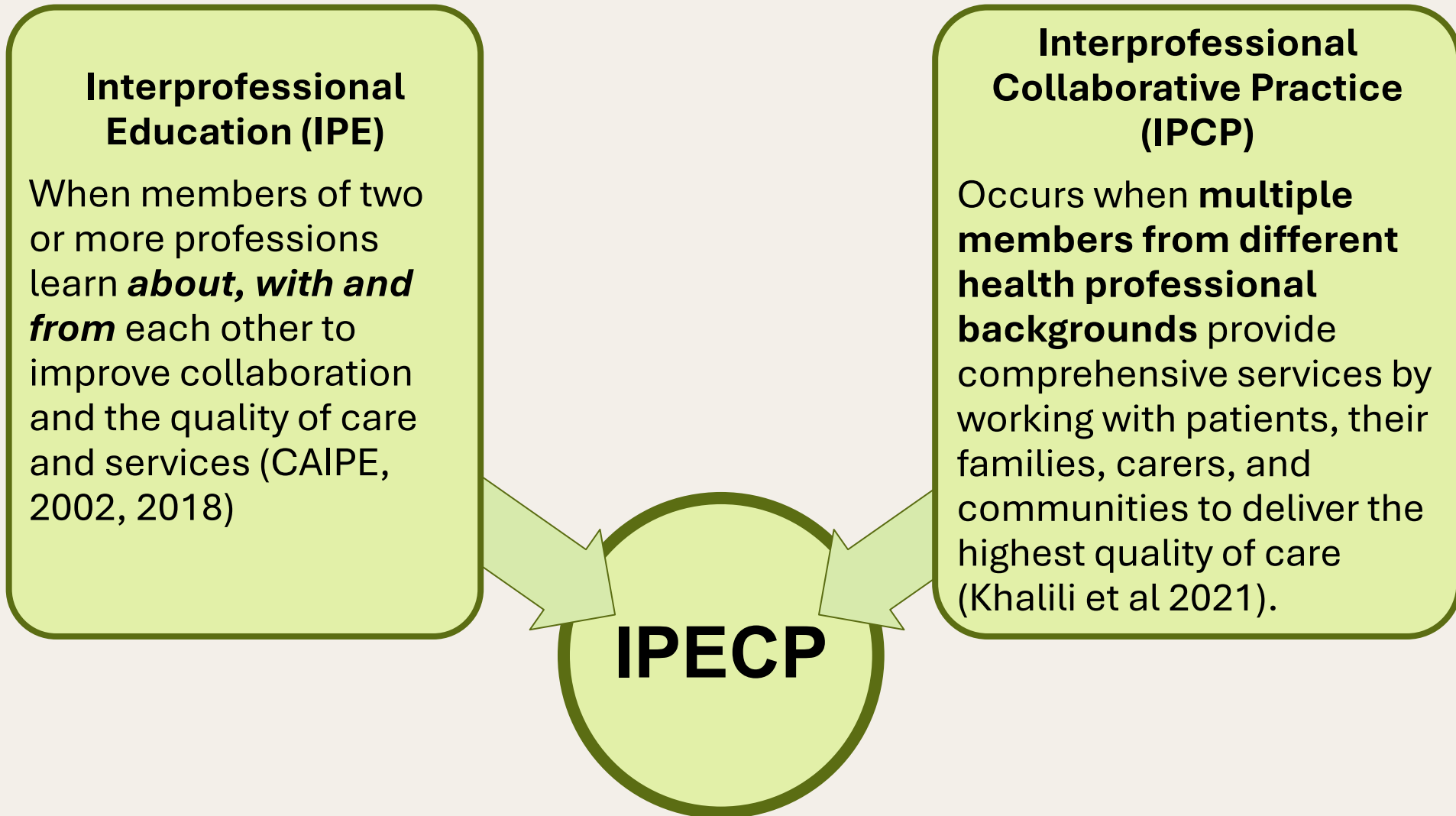
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Session outline

By the end of the workshop, participants will be able to:

- Articulate what meaningful and authentic IPE looks like across diverse clinical settings
- Identify opportunities for interprofessional learning within routine clinical education activities
- Incorporate key interprofessional competencies into supervision, placements and workplace teaching
- Address common barriers to implementing IPE in busy, multi-specialty environments
- Commit to practical actions that support interprofessional learning cultures within their own teams or departments

What is Interprofessional Education and Collaborative Practice (IPECP)?



Reframing IPE...

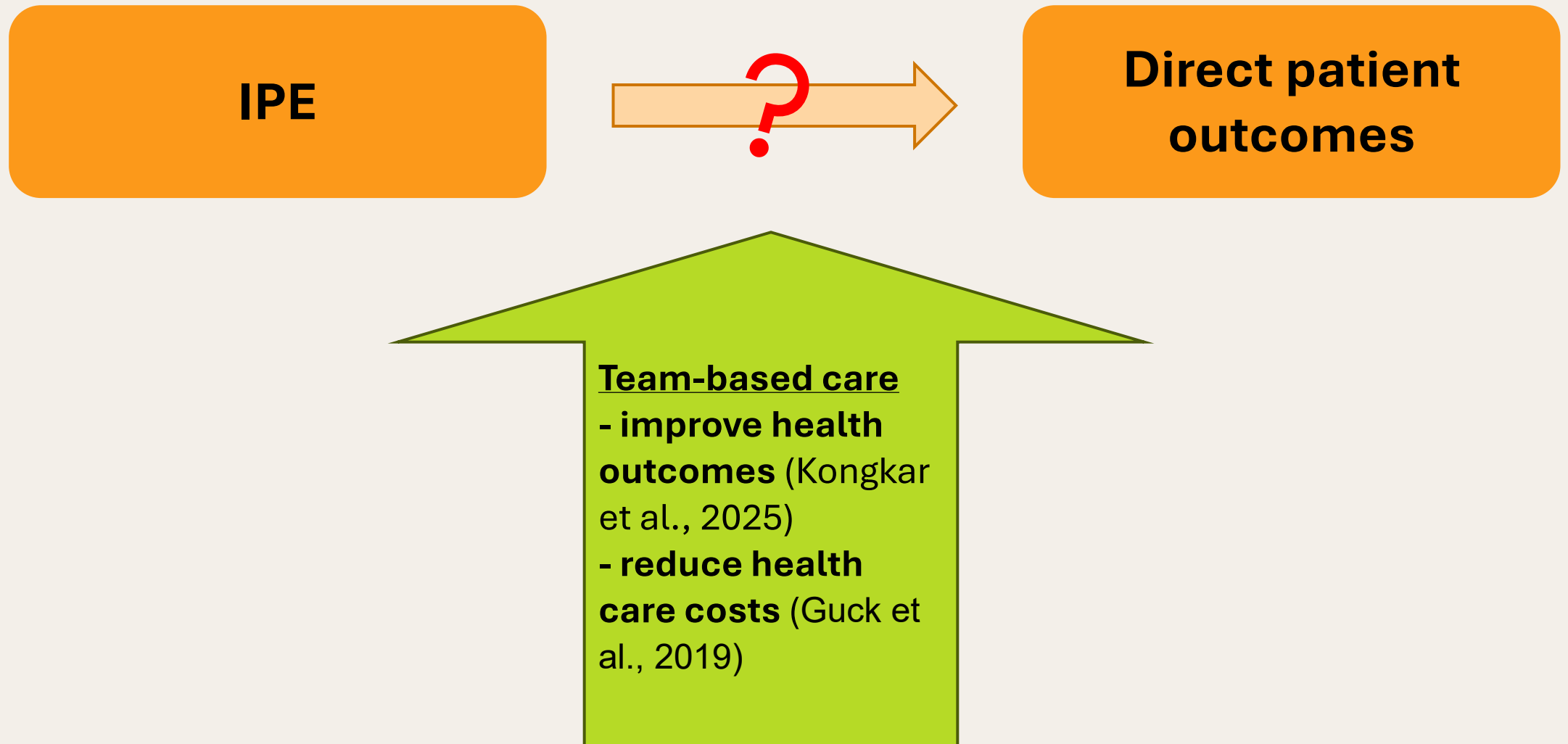
- ✓ **A way to enhance person-centred care**
- ✓ **A strategy to improve quality of care**
- ✓ **A patient-safety intervention**

**? Teaching multiple
professions together**

**? A one-off simulation
experience**

? A curriculum development

Evidence-based IPE practice



Key interprofessional competencies

(IPEC, 2023; CIHC, 2024)



Teams and teamwork

**Interprofessional
communication**

**Key
Interprofessional
Competencies**

**Understanding of roles
and responsibilities**

**Values of ethics of
collaborative practice**

Breakout room discussion

Recognising IPE Opportunities in Everyday Practice

Purpose: Making the Implicit Explicit in Interprofessional Learning

Cross-Specialty Case Vignette

An elderly patient in their late 80s lives alone with support from family and community services. The patient has multiple long-term conditions, including heart failure, chronic kidney disease, diabetes, cognitive impairment and mobility problems, and is taking more than ten regular medications.

Over a six-month period, the patient's care involves multiple transitions:

- An acute hospital admission following a fall and acute decompensation
- Inpatient care involving medical, nursing, therapy and pharmacy teams
- Discharge planning with community services
- Community follow-up, including district nursing, therapy and primary care
- A specialist outpatient review linked to one long-term condition

Group discussion:

Q1. Where are the natural interprofessional learning moments through the patient journey?

Q2. Who could facilitate learning, and how?

Q3. What currently gets missed?

Challenges and enablers



- ❖ Time pressure and service delivery focus
- ❖ Professional hierarchies and power dynamics
- ❖ Learners rotating through at different times

One thing my team already does that supports (or could support) IPL is...



- ✓ Support from leadership
- ✓ Embedding IPL into existing clinical work
- ✓ Psychological safety across professional groups
- ✓ Faculty development for IPL facilitators

Resources and support

University of East Anglia



Please email me at
amy.wong@uea.ac.uk if you
are interested in being part of
a Community of Practice to
share experiences and
support IPE

Centre for the Advancement of Interprofessional Education



Quality Standards for the Design, Management and Delivery of Pre-registration
Interprofessional Education in the United Kingdom

- Governance
- Leadership and management
- IPE framework
- Practice-based interprofessional education
- Faculty development

Watch this space for the Post-registration Quality Standards...



Take-home messages

- Meaningful IPE is embedded in everyday clinical practice
- Making the implicit explicit
- Ask interprofessional questions, not just clinical ones
- Interprofessional learning cultures grow through everyday behaviours
- IPE is fundamental to safe, effective and person-centred care

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Thank you & Evaluation



thank
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